US Army Command and General Staff College

Fort Leavenworth, Kansas

As of 12 Aug 03

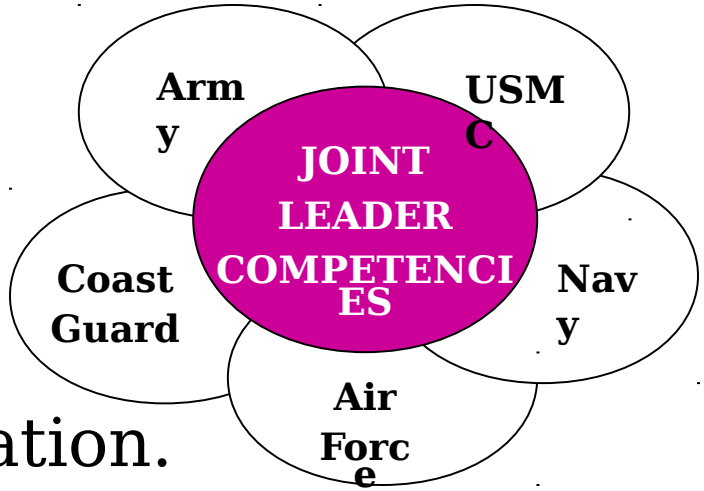
U.S. Army Command and General Staff College

- School for Command Preparation (SCP)
- School for Advanced Military Studies (SAMS)
- Command and General Staff School (CGSS)
- Combined Arms & Services Staff School

- Center for Army Leadership
- Center for Army Tactics (CTAC)
- Combat Studies Institute (CSI)
- Non Resident Studies (NRS)

The mission of the Command and General Staff College is to educate leaders in the values and practice of the profession of arms, to act as the executive agent for the Army's Leader Development Program, to develop doctrine that guides the Army, and to promote and support the advancement of military art and science.

Agenda



- Change and Leader Education.
- The Most Recent Chapter in Our Journey.
- Implementing Competency-Based Learning in the CGSOC.
- Challenges Associated with Changing ILE.
- Future Leader Education and Development.
- Q &A.

Change and Leader Education

Strategic Setting

- Enduring Nature of War
- Elements of Crisis Resolution
- Challenges of a New Security Environment
- Emerging Threats
- American Culture and People

Joint Force Operations ☛ **Full Spectrum Dominance**

DOTMLPF Solutions

- Doctrine
- Organization
- Training
- Materiel
- Leadership and Education
- Personnel
- Facilities

Source: DoD Joint Operations Concepts, November 2003.

Army Training and Leader Development Panel (ATLDP) – 2000

- **Competency = an underlying characteristic related to effective or superior performance.**
- **Competencies provide a common language for leader and unit performance and for leader selection, development and advancement.**
- **This common language enables the Army to assess leadership and units, and feedback the results into its training and leader development programs.**
- **Competencies also provide a roadmap, enabling leaders and units to know what they have to accomplish.**
- **Focus on developing the "enduring mega-competencies" of self-awareness and adaptability.**

Source: Extracted from the ATLDP (Officer) Study Report.

ILE Needs Analysis Charter

- **Comprehensive assessment of the College's Command and General Staff Officer Course (CGSOC).**
- **Examine the current curriculum and identify the educational needs of CGSOC graduates to meet the demands of the full spectrum operational environment.**
- **Focus on—**
  - *What a future field-grade leader is…*
  - *What the field-grade leader will be…*
  - *What the field-grade leader must know…*
  - *Mission requirements the field-grade leader must be ready to accomplish today and through 2015.*

ILE Needs Analysis Recommendations (Partial)

1. Provide both intellectual development and practical mastery.
2. Address new threats, technological change, future operational environment, and new Army organizational structure.
3. Address conceptual, decision-making, and tactical competency shortfalls observed at the Combat Training Centers.
4. Address full spectrum operational environment supported by specific educational learning activities.

Source: Extracted from the ILE Needs Analysis.

ILE Needs Analysis Recommendations (Partial) (Continued)

5. Raise the educational bar using operationally-qualified instructors.

6. Use superior educational approaches and methodologies.

7. Establish a leadership performance center.

8. Integrate and imbed the competency-based learning model.

Source: Extracted from the ILE Needs Analysis.

FM 22-100, *Army Leadership*

Source: FM 22-100 (1999)

Competency Hierarchy Model

COMPETENCY: An underlying (fairly deep, enduring and future focused) characteristic of an individual that causes or predicts behavior and performance measured on a specific criterion or standard.

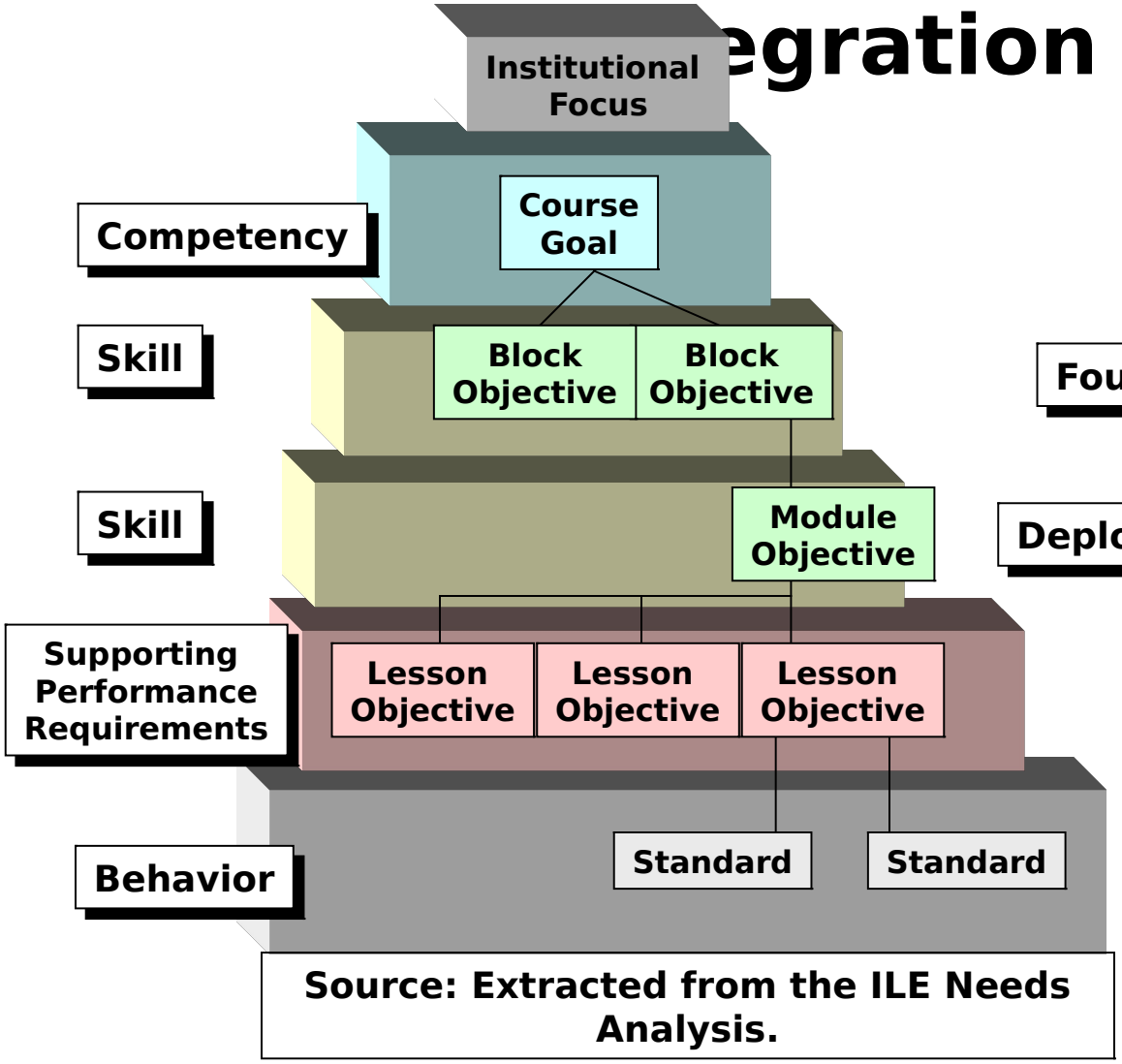
SKILL: The ability to perform a certain physical or mental task.

BEHAVIOR: The action taken by an individual in pursuit of a task

SUPPORTING PERFORMANCE REQUIREMENTS: The near term learning needs that reinforce enduring skills and competencies; these change as necessary to meet immediate operational missions, organization, and technology demands.

Source: ILE Needs Analysis, with further reference to:
1. Competence At Work - Models for Superior Performance, Spencer, 1993.
2. Growing and Picking Leaders Using Competency Frameworks, Hall, 1999.

Competency
egration



CGSC

CGSOC

Foundations / Strat / Ops / Tac

Deploy / Follow Through / Sustain

Lesson #xxx

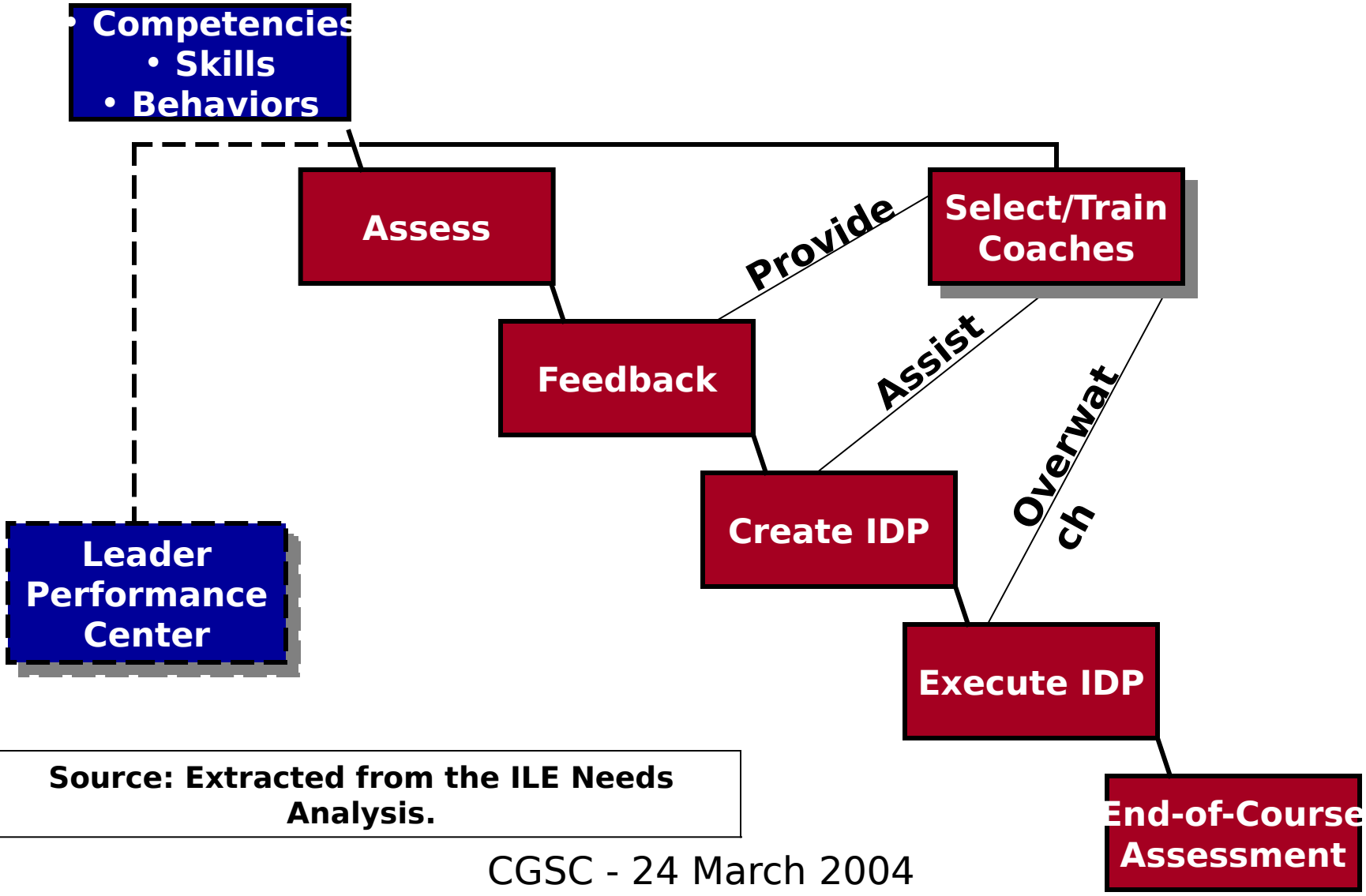
TLOs / ELOs

Source: Extracted from the ILE Needs Analysis.

☛ The key is to tie this competency framework to the educational process

vice the more common approach to education of knowledge

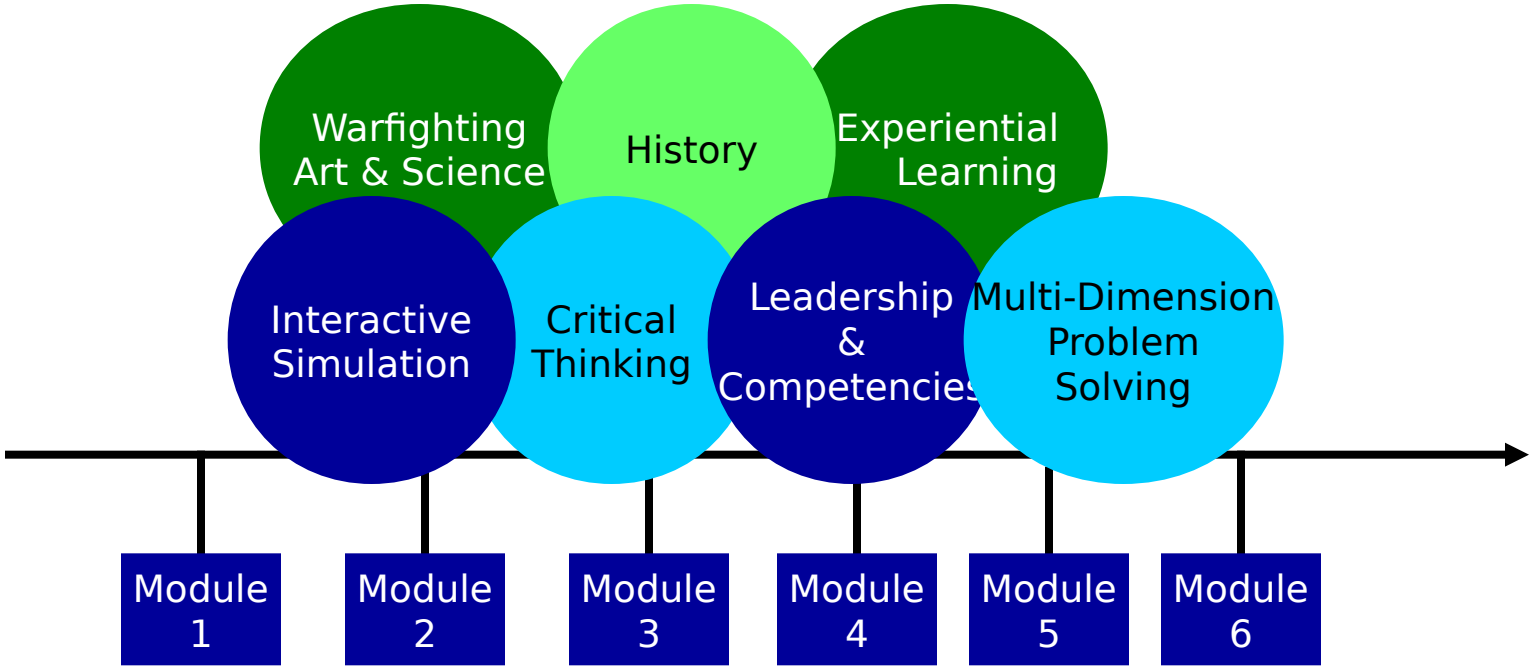
Leader Assessment Process



Source: Extracted from the ILE Needs Analysis.

The Educational Strategy

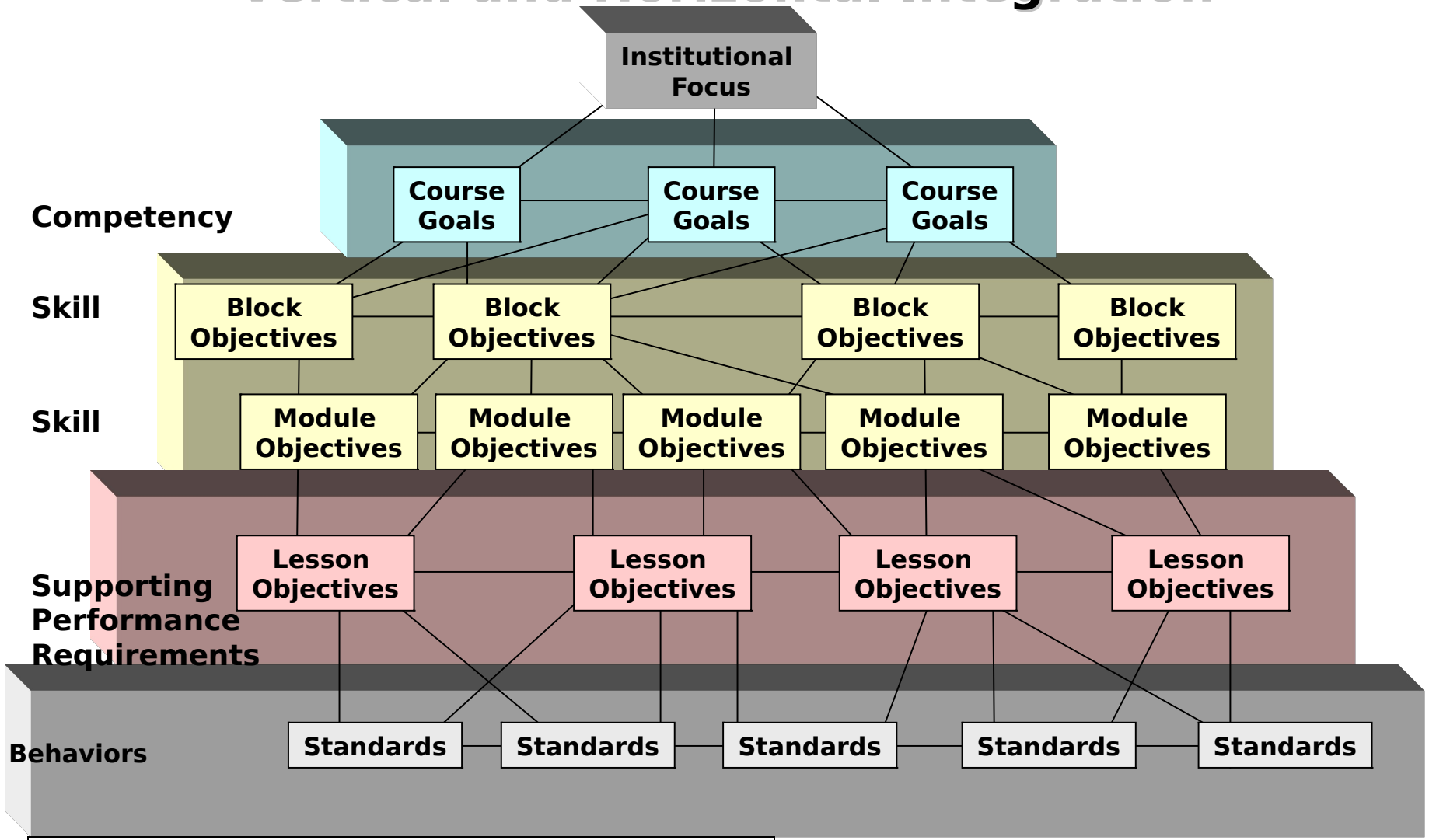
Integrated Common Core Scenario
Driven by LEADERSHIP & EXECUTION



☛ **Developing skilled and knowledgeable leaders capable of synergistically combining the emerging capabilities in time, space, and purpose to accomplish the operational or strategic objectives.**

Source: Synthesis of ILE Needs Analysis and Joint Operations Concepts.

Vertical and Horizontal Integration



Source: Extracted from the ILE Needs Analysis.

The Balance of Art and Science

Student & Coach Collaborate to develop Individual Development Plan

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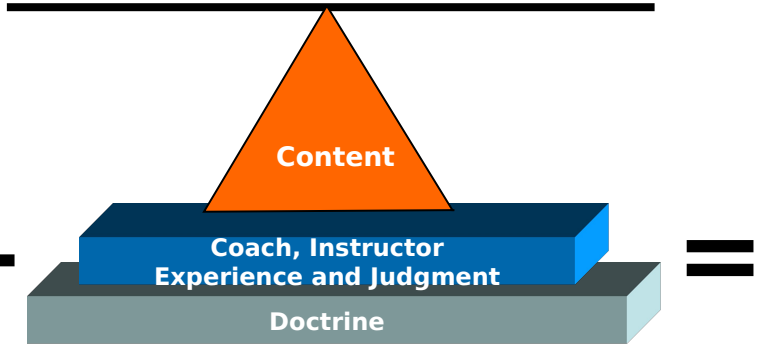
The Coach collects and collates information

Leadership Science

Leadership Art



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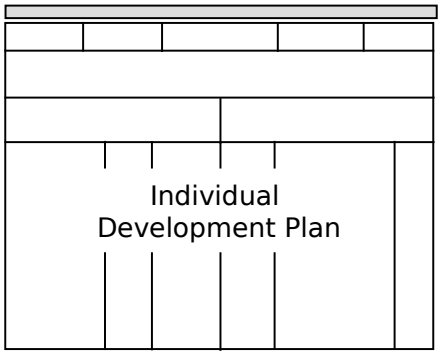
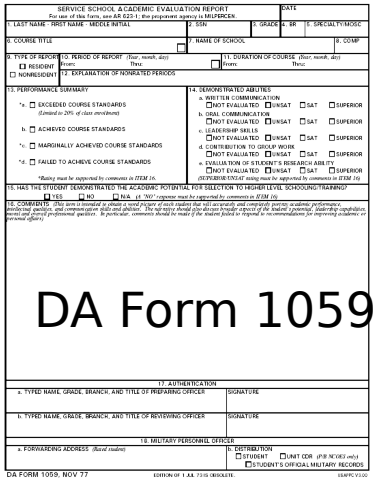


Leader Development Reviews provide observations and feedback, based in doctrine and presented by a quality coach to support the developmental needs of the student.



DA Form 1059

Challenges

- ✓ Linkage to institutional focus, goals, and objectives.
- ✓ Integration, not a substitute into established system.
- ✓ Buy in, not compliance.
- ✓ Faculty / supervisor development.
- ✓ Linkage and integration understood at all levels.
- ✓ Assessment and feedback system.
- ✓ Individual development plan.

INTERMEDIATE LEVEL EDUCATION

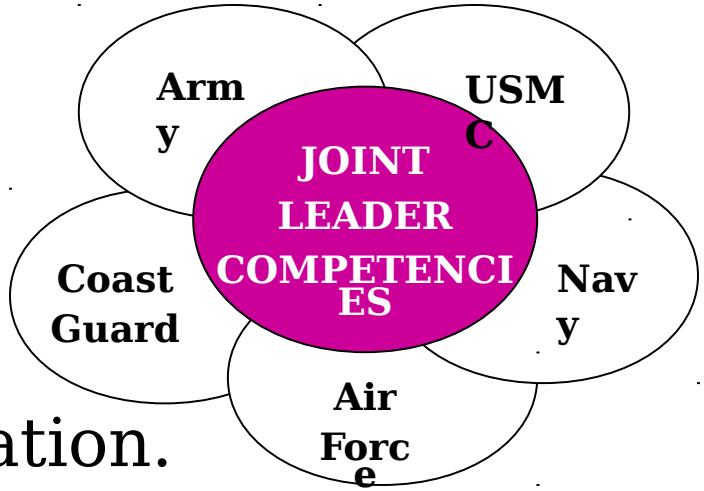
Education vs. Training?
Constructivist vs. Behaviorist?
Collegiate vs. Practical Mastery of the Profession?

Not either or…CBL Is The Educational Link.

Conceptual	Interpersonal	Technical	Tactical
Influencing	Operating	Improving	

Defined Field Grade Competency Blueprint

Agenda



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Future Army Leadership Requirements Study

March 24, 2004

Jeff Horey, Caliber Associates
Jon Fallesen, ARI
Clark Delavan, CAL

Project Rationale

Leadership is the lifeblood of The Army. Because of the personal and physical nature of ground operations, leadership is the most dynamic and essential element of land combat power. (FM 1.0)

FM 1.0 establishes the importance of leadership in the US Army.

Current Army doctrine provides only limited insight into how leaders should influence others to accomplish the mission and improve the organization.

Leader development could benefit from specification of enduring and cohesive leader requirements similar to what the promulgation of Army values and ethos has done for the Profession of Arms.

Further establishment of a Leadership Competency framework provides a means of reinforcing professionalism in the organizational culture and a mechanism for establishing a common core for leader identity.

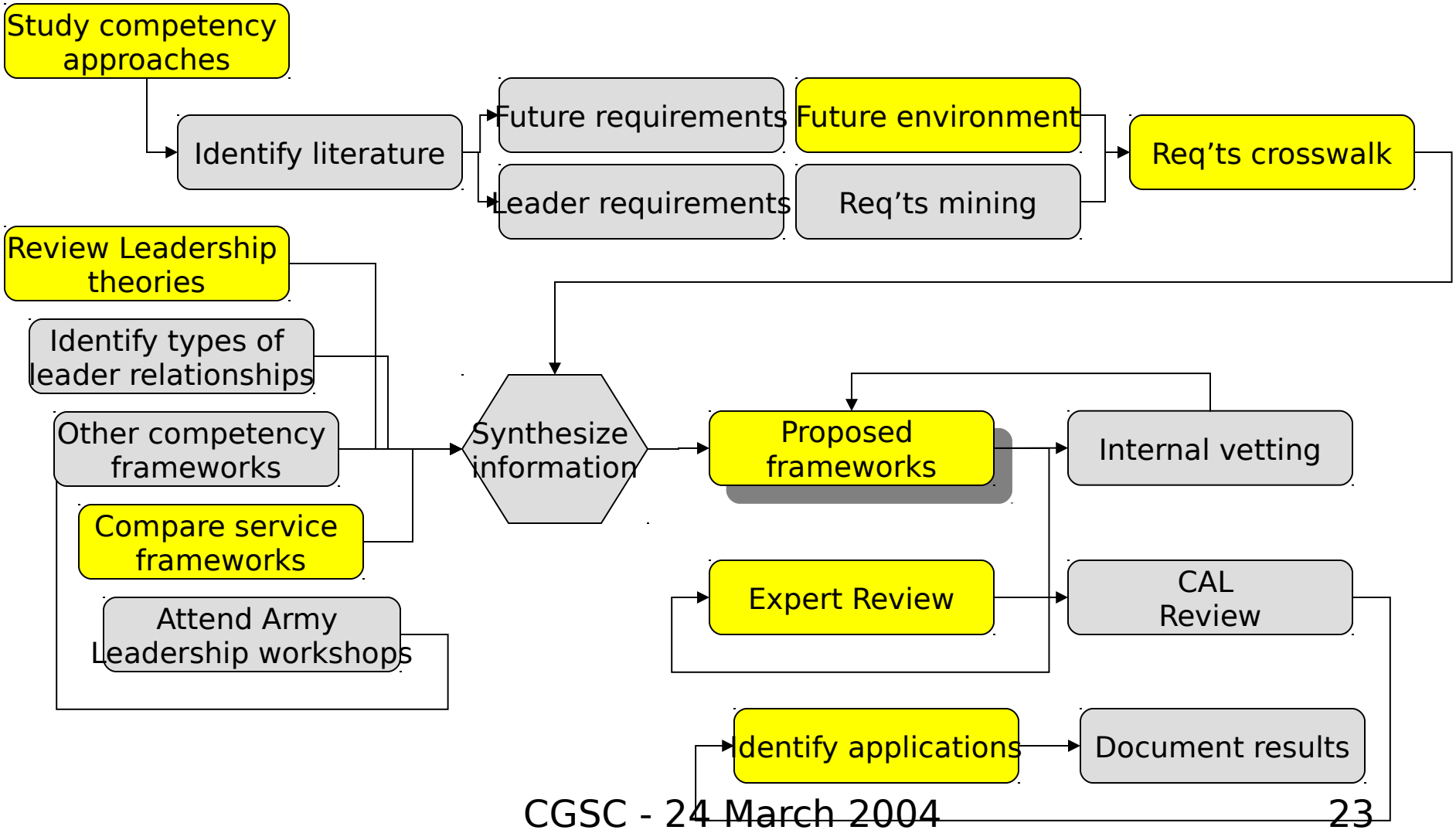
Overview

- Study Purpose
- Competency Modeling
- Methodology
- Results of Analyses
- Expert Review
- Proposed Framework
- Application

Study Purpose

- Determine Army leadership requirements for the Future Force (up to 2025)
- Establish Core leadership framework
- Evaluate existing FM 22-100 Leadership Framework
- Determine implications of leadership requirements on leader development

Methodology - Development Steps



Future Environmental Influences

- Changing soldier characteristics
- Increase in JIM
- Increased volume, speed, and complexity of information
- New “communities of service”
- Updated doctrine and emerging unit organizations for the full range of Army missions
- Evolving strategies of enemies
- Increased media presence during operations
- Improved equipment and weapon capabilities
- Uncertain military budget and end strength
- Expanding population in under developed nations; increased competition for resources

Requirements from Literature

- Identified 35 key reports, articles, papers for mining future Army leadership requirements
- 121 requirements from:
  - Knowledge
  - Skill
  - Ability
  - Other characteristics
  - Values
  - Attributes
  - Processes
  - Composites
  - Tasks
  - Roles

Example “constructs”

Accountability	*Cognitive Ability*
Counselor	*Empower*
Handle ambiguity	*Initiate action*
Interpersonal skills	*Leverage diversity*
Motivating	*Openness*
Peacekeeping	*Presence*
Professionalism	*Team building*
Technical credibility	*Vision*

Proposed Competency Framework

- Competencies are proposed as the best means to describe future Army leadership
  - Competencies communicate core performance requirements, especially for leaders growing within the organization.
  - Used by an increasing majority of organizations, particularly for leadership positions.
  - Easily modified and more closely linked to organizational goals than job/task approach.
  - More future oriented than job/task approach.

Comparison of 2 Methods to Identify Leader Requirements

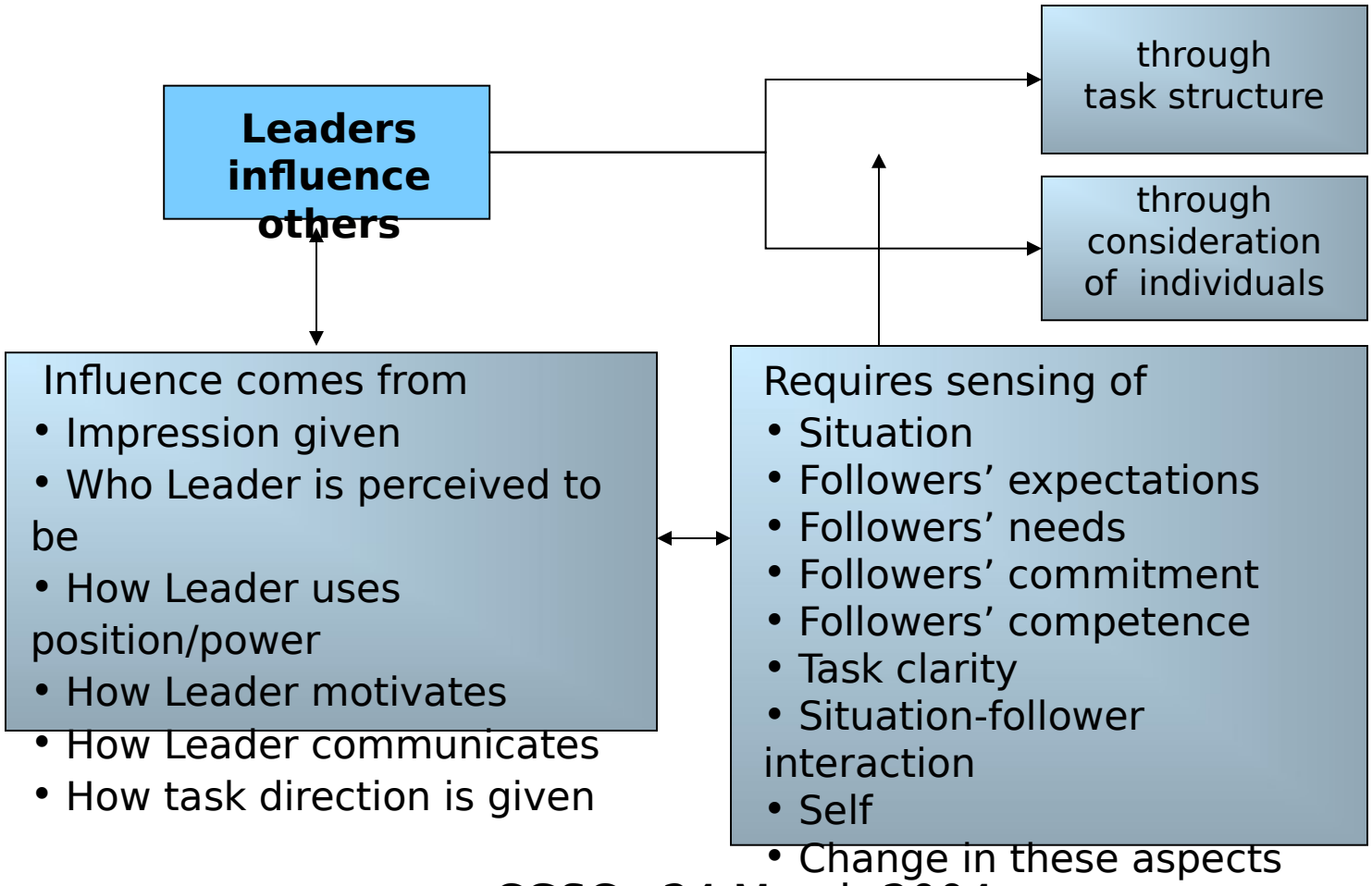
Job analysis

1. Linked to specific jobs or job families
2. Work & task focus
3. What is accomplished
4. Typically draws on and produces more detail
5. Rigorous data collection possible
6. Compatible with rigorous selection & placement policies
7. Requires up-dating, no typical links across a career
8. End purpose usually relates to selection/placement

Competency modeling

1. Linked to organizational goals or strategies
2. Worker focus
3. How objectives are met
4. Typically generalizes from detail and produces universal categories
5. Requires inferences from data
6. Compatible with high position mobility and organizational flexibility
7. Enduring for development along a consistent career path
8. Core competencies provide common framework across multiple, related applications

Leadership Theoretical Considerations



Army Leadership Doctrine Evolution

- 11 key Army leadership pubs (1946 – 1999).
- Army leadership definitions and constructs have remained fairly constant over time.
- Shift from focus on traits and principles to values, attributes, skills, and actions.
- Shift in focus has paralleled shift in theory and research to the process of leadership.

Service Framework Comparisons

50 unique “Constructs” across six models (9 are values)

Competency Based Framework	Number of Constructs
US Coast Guard	22
US Air Force	25
US Navy	25
OPM ECQ	26

Non-Competency Based Framework	Number of Constructs
US Army	16 + 7 values
US Marine Corps	11 principles + 14 traits

Service Framework Comparisons - Recurring Constructs

USCG	USA	USMC	USAF	USN	ECQ
Performance	Executing; operating	Accomplish tasks	Driving execution	Accomplishing mission	Results driven
Influencing Others	Influencing		Influencing & negotiating	Influencing & negotiating	Influencing & negotiating
Working with others	Motivating		Leading people & teams	Leading people; working w/people	Leading people
Mgt & process improvement	Improving	Initiative	Driving cont. improvement	Continuous improvement	
Effective communication	Communi-cating	Keep Marines informed	Fostering effect. communication	Oral/written communication	Oral/ written communicatio n
Develop vision & implement	Planning; preparing		Creating/demo n-strating vision	Vision	Vision
Decision-making; problem solving	Conceptual; DM	Make sound decisions	Exercising sound judgment	Problem solving; decisive	Problem solving decisive
Group dynamics	Building, developing	Train team	Fostering teamwork	Team building	Team building
Self aware; learning	Learning	Know self & improve	Assessing self		Continual learning
Technical proficiency	Technical	Technical proficient		Technical credibility	Technical credibility

Service Frameworks Comparisons - Infrequent/Unique Constructs

Framework	Construct
USA	Combat leadership
USMC, USCG	Look out for others
USAF	Boundary spanning
USAF	Inspiring trust
USN, ECQ	Creativity & innovation
USN, ECQ	External awareness
USCG	“Followership”
USCG, ECQ	Conflict management
ECQ	Risk taking
ECQ	Customer focus

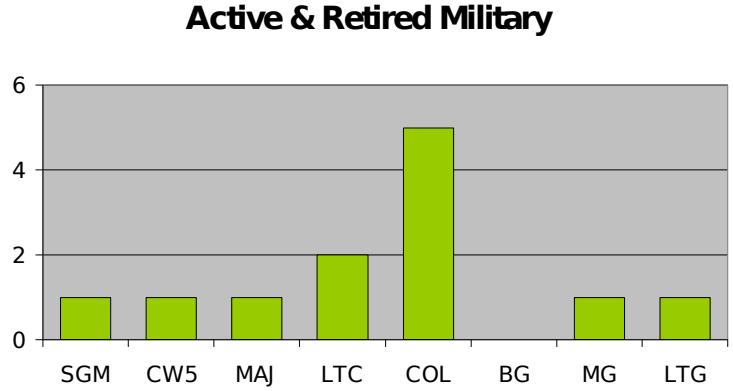
Why Function-based Competencies?

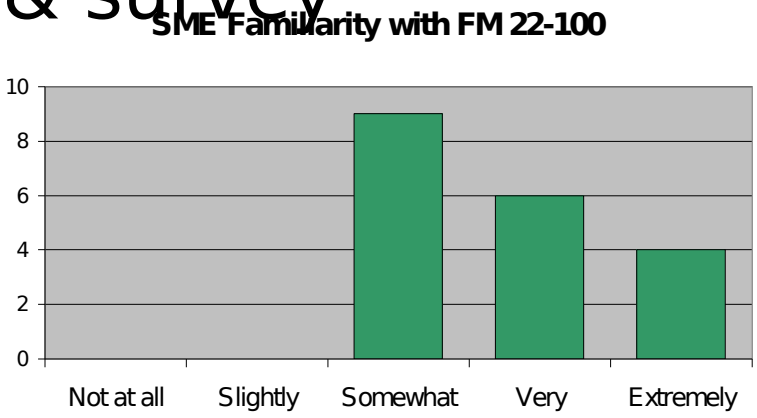
- Express what leaders should or will ‘do’
- Performance Oriented - Links leader attributes (KSAOs) to performance functions
- Organizes different attributes, processes, actions, KSAOs into what leads to individual, unit, organization success
- KSAOs describe ‘can do’ and are best used for selection
- Competencies describe ‘will do’ and best used to determine training needs and evaluate performance
- Most appropriate for leader assessment, development, and feedback (specifies actions/behaviors)

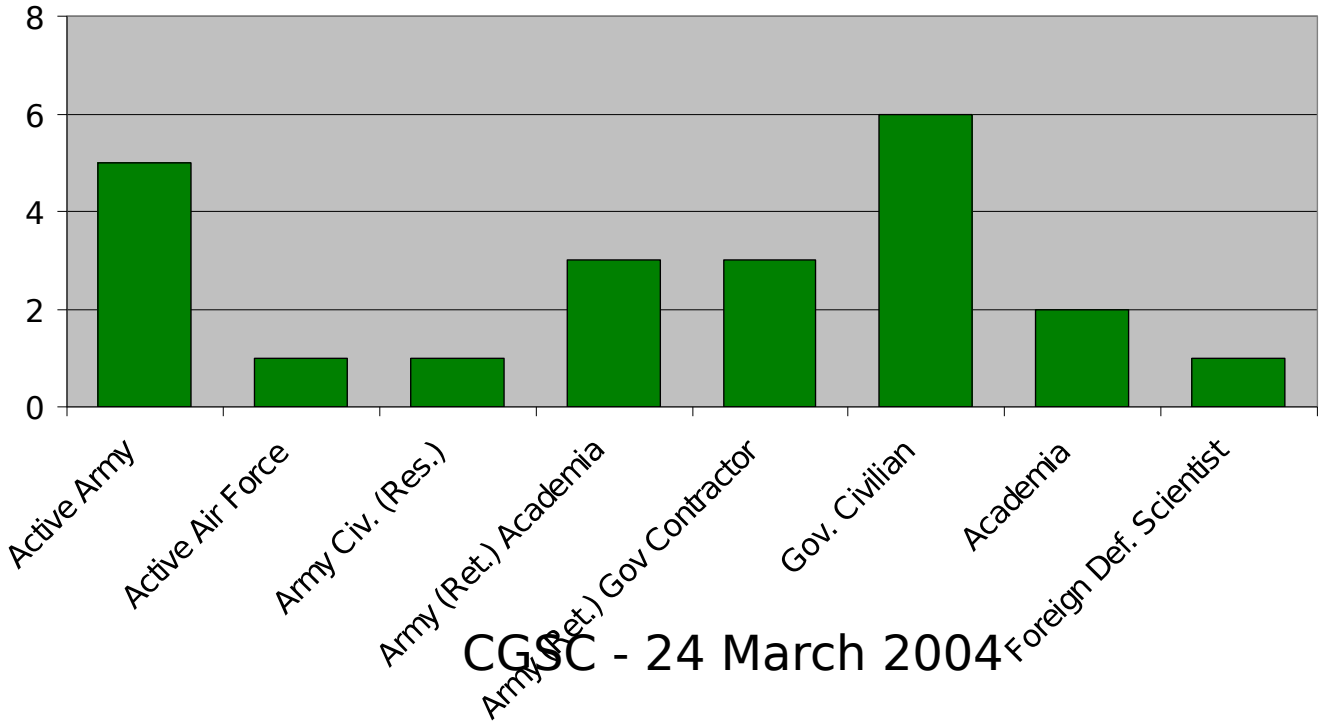
Framework Oriented toward Future

- Emphasis on continual preparation of Self
- Understand aspects of Change, Openness
- Importance and use of Conceptual Skills
- Emphasis on preparing others to lead
- Recognition of role of technology in leading
- Cultural and geo-political awareness
- Extending one’s influence (e.g. in JIM settings)

Expert Review:
22 SMEs reviewed & completed 32 page document & survey







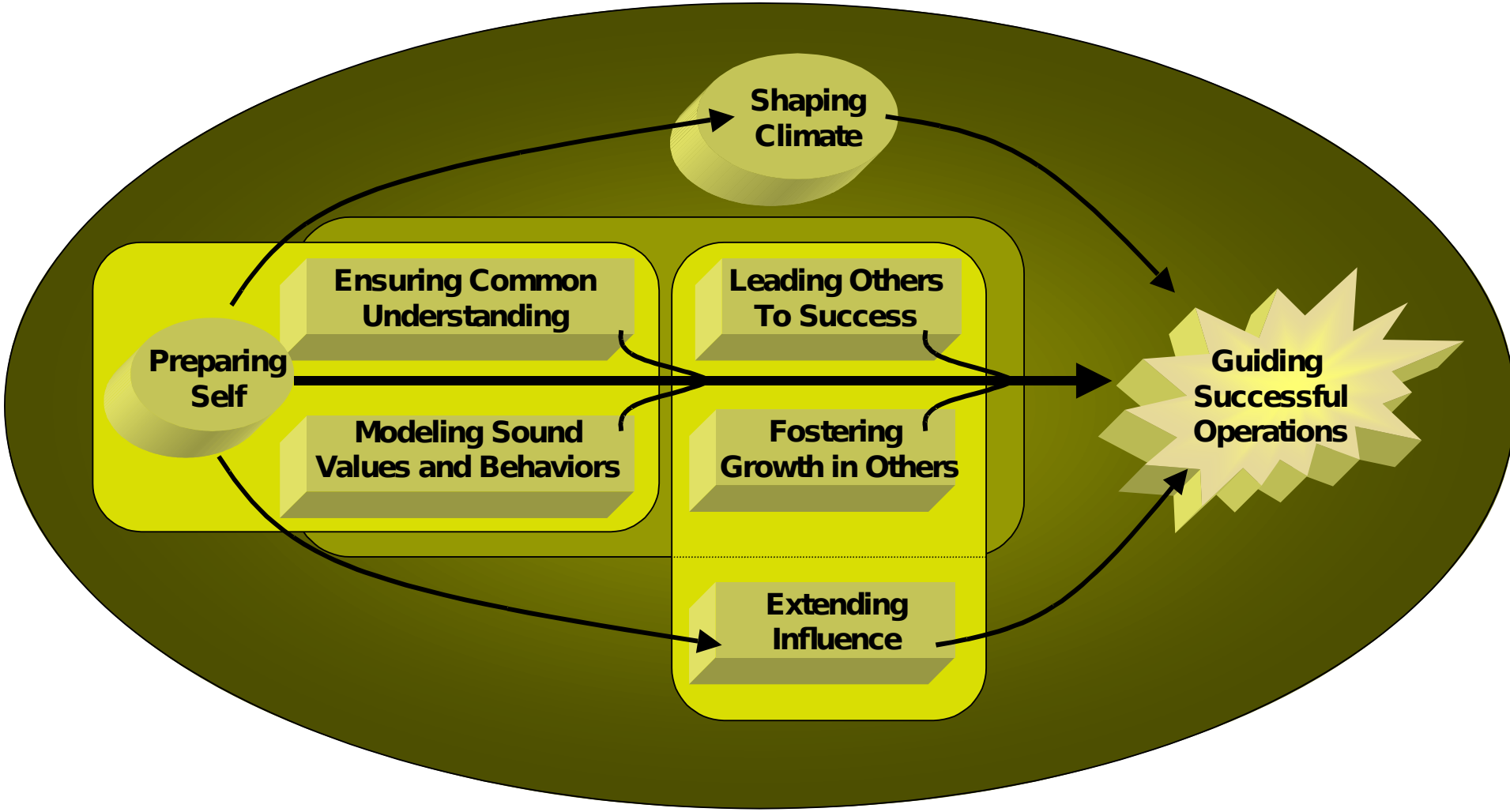
SME Comments

- All 22 said framework beneficial
- 4 comments related to the need for a representation of level of leadership, competency hierarchy, and/or competency sequencing
- Most constructive comments related to additional competencies or components
- Researchers wanted to know more about how framework was developed

Proposed Framework

- 8 Leadership Competencies
- 55 Components
- 2-8 Sample Actions per Component

Proposed Competency Framework Representation



Future Leader Requirements Study Proposed Leadership Competency Framework

Competency Definitions/Descriptions (competencies 1-4)

Guiding Successful Operations: Ultimately, a leader's purpose is to provide guidance and maintain control over the work environment in order to increase efficiency and effectiveness in one's own and subordinate's activities.

Preparing Self: Only through being prepared for missions and other challenges, being aware of self and situations, and the practice of career long learning and development can one fulfill the responsibilities of leadership.

Modeling Sound Values and Behaviors: Maintaining standards and providing examples of effective behaviors influences others to behave and perform similarly. All Army leaders should model Army values continuously. Modeling provides tangible evidence of desired behaviors and reinforces verbal guidance through demonstration of commitment and action.

Ensuring Shared Understanding: By understanding the nature and power of communication and practicing effective communication techniques, one can better relate to others and translate goals into actions. Communication is essential to all other leadership competencies.

Future Leader Requirements Study Proposed Leadership Competency Framework

Competency Definitions/Descriptions (competencies 5-8)

Leading Others to Success: A leader motivates and influences others to take initiative, work toward a common purpose, accomplish tasks, and achieve organizational objectives.

Shaping Climate: A leader has a responsibility to establish and maintain positive expectations and attitudes which produce the setting for positive attitudes and effective work behaviors.

Fostering Growth in Others: Assisting others to grow as individuals and teams facilitates the achievement of organizational goals and is a primary function of leadership.

Extending Influence: Leaders need to influence beyond their direct lines of authority and beyond chains of command; this influence may extend to joint, interagency, inter-governmental, multinational, and other groups.

Example Components of First Competency in Proposed Framework

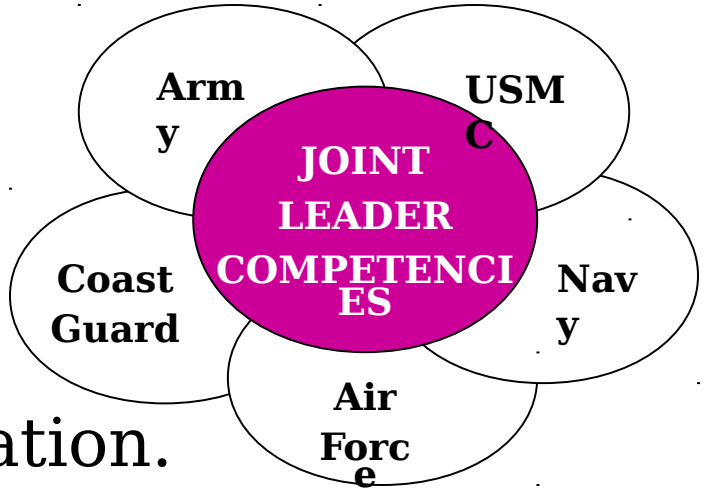
1 Guiding Successful Operations	
Component	**Sample Actions**
1.1 Prioritize, organize and coordinate taskings for teams	Use planning to ensure each course of action achieves the desired outcome. Organize groups and teams to accomplish work. Plan to ensure that all tasks can be executed in the time available and that tasks depending on other tasks are executed in the correc
1.2 Identify and account for individual and group capabilities and commitment to task	Consider duty positions, capabilities, and developmental needs when assigning tasks. Conduct initial assessments when beginning a new task or assuming a new position.
1.3 Designate, clarify, and deconflict roles	Establish and employ procedures for monitoring, coordinating, and regulating subordinates' actions and activities. Mediate peer conflicts and disagreements.
1.4 Identify, contend for, allocate, and manage resources	Allocate adequate time for task completion. Keep track of people and equipment. Allocate time to prepare and conduct rehearsals. Continually seek improvement in operating efficiency, resource conservation, and fiscal responsibility. Attract, recognize, an
1.5 Remove work barriers	Protect unit from unnecessary taskings and distractions. Recognize and resolve scheduling conflicts. Overcome other obstacles preventing full attention to accomplishing the mission.

Aligning Processes to Framework

Summary
Leadership competency framework

- Allows enduring basis for future assessment, education, training, development, and promotion.
- Core competencies will define what Army wants leaders to achieve, allows diversity in personal style.
- Systematic, broad method serves as basis for further validation and refinement.
- Framework designed to correspond to contemporary operational environment, transferable to other organizations.
- Next step will determine how best to incorporate into new version of Army Leadership doctrine, FM 6.22.

Agenda



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Evolution of Competency Modeling

- Fleishman (1953) & Flanagan (1954) analyze supervisor behavior.
- McClelland (1973) wrote key article: “Testing for competence rather than intelligence.”
- Prahalad & Hamel (1990) advance the importance of people skills to build core organizational competencies.
- By 1998, 75-80% of leading companies were using some form of competency modeling (Cook & Berenthal).